Fort Worth Independent School District

049 Kirkpatrick Middle School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: November 10, 2026

Mission Statement

Inspire, in every student and
staff member, the passion to
learn through the KMS **PAWS.**

P- Pride for our School
A- Actions that are Responsible and Respectful
W- Wise Choices
S- Safety for Ourselves and Others

Vision

Igniting, in every student and staff member, a mindset for continuous growth, self-improvement, and lifelong learning.

Value Statement

Kirkpatrick Middle School,
where every student is
Known, Valued, and **Inspired.**

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Comprehensive Needs Assessment

Revised/Approved: November 10, 2026

Demographics

Demographics Summary

Kirkpatrick Middle School is an urban Middle school in the Northside area of Fort Worth, Texas. It was originally founded in 1923 and named after ML Kirkpatrick. KMS educates approximately 480 students in grades 6-8. Many of our students come from multi generational families who speak a variety of languages, a total of eleven various languages spoken. The mass majority of our students are within walking distance to the school. The families are familiar with the area due to the fact that they grew up in the area. We have several invested community partners which help support our campus efforts including: Shiloh Baptist Church, Walmart and TAFB.

Kirkpatrick Middle School is where every student is known, valued and inspired. This motto was implemented in 2009-2010 when the school became a model school. The school received numerous recognitions and presented workshops at the Texas School improvement conference on the topic of passion- purpose – persistence. Kirkpatrick achieved double digit gains in every content area and presented information on how easily your school can achieve excellent gains within one year. These gains were achieved through the implementation of building positive relationships, clustering, camps, creation of effective master scheduling, core camps to motivate and energize students. Stakeholders: churches, families, local business and community were vital sources for the schools' family- oriented atmosphere.

KMS has an enrollment breakdown as such:

Hispanic: 96%

African American: 3%

Other:1%

Sped 8.4%

Eco Dos. 95%

Demographics Strengths

We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for students, MacBook's for all students school supplies and a full food pantry. The Strength of our campus at Kirkpatrick Middle School is our extreme diversity within our student population. Many of our students come from multi generational families who speak a variety of languages, a total of eleven various languages spoken. The campus is small in numbers within a tight knit community where we will only have 3 teachers leaving the school this year, .

Our special programs align with the needs and desires of our Wildcat Community. Parents and community are given opportunities to be active participants in our school's climate, which are advertised through school class outs, school Facebook media, twitter, website, fliers, marquee posts and Google sites. Students are able to be active participants in Fine Arts: art, music, orchestra, band, JCC, after-school programs and athletics. Wildcat Brothers initiative is implemented to address gaps face by our young men of color and ensure that all young people can reach their full potential.

We have several SEL supports in place to assist students including: 2 full time counselors, CIS case manager, and an Intervention Specialist. We also offer after school enrichment opportunities including: Athletics, FWAS, clubs and tutoring.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Inequities in Student Performance with our SPED and EB population Performance disparities are evident across our SPED and EB, with economically disadvantaged students and English learners consistently under performing.
Root Cause: Root Cause Systemic inequities and lack of targeted support for marginalized student groups, SPED and EB student population

Problem Statement 2 (Prioritized): The campus attendance average is below the district's. Kirkpatrick Middle School has 15% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic and EB, where 25% of students are identified as chronically absent.
Root Cause: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Student Learning

Student Learning Summary

Kirkpatrick Middle School is a Texas Education Agency F rated campus. Kirkpatrick Middle School had a total score of 61 but due to an F rating in 3 of the 4 domains we fell to an F rated campus. To help address learning gaps and to accelerate students, Kirkpatrick Middle School offers before and after school tutoring as well as our embedded CONNECT time where students are given intensive instruction on missed concepts over the week. We also have a full time Instructional Coach, Special Education inclusion, and dyslexia teacher to help identify and support students with additional academic needs. Additionally, Kirkpatrick Middle School has several part time staff which also help support identified students including: a speech teacher and Licensed Specialists in School Psychology

Summary of Student Needs

- Increase ELA scores by 10% in approaches and Meets, 5% Masters
- 7th grade math meets went down 8% and masters by 2% but did not reach that 5-10% increase we set our goal at.
- Our ELL TELPAS scores need to be @ 42% level increase and SPED data needs to increase in all subjects. We had 24% students show growth in 2023-2024.
- More effective PLC's wand data meetings across all contents and school wide data implementation.

STAAR (6-7) 2024

- Reading
  - Approaches-62% NC
  - Meets-33% -1%
  - Masters 12% -6%
- Math
  - Approaches-60% +7%
  - Meets-22% +3%
  - Masters 5% +1%
- Science
  - Approaches-49% -9%
  - Meets-21% -1%
  - Masters 2% -3%
- Social Studies
  - Approaches-40% NC
  - Meets-14% -3%
  - Masters 3% -3%

MAP Growth (3-6) 24-25

- MOY 49% of students met or exceeded their end of year expected growth measure in reading
- MOY 43% of students met or exceeded their end of year expected growth measure in math
- MOY 38% of students met or exceeded their end of year expected growth measure in Science

Student Learning Strengths

For the past 2 years at KMS we have implemented our CONNECT time. This is a 1 hour block of time in the middle of the day where students are pulled for 3 weeks at a time for intensive tutoring. We are able to fulfill HB4545 through this time. Students not being pulled will work on IXL for Math, Lexia Power up for Reading and Summit K-12 for TELPAS practice in listening and speaking.

- 53% of our ELL students showed growth in Math and Reading MAP from Fall 2023 (BOY)- Winter 2023 (MOY)
- 7th grade Math in MAP was in the Observed Growth area
- 2022-2023 STARR scores when compared to the district our students were higher than the district in:

  6th grade Math App,Met,Mast
  7th Math App
  8th Math Met & Mast

  8th Reading App & Met
  8th Sci & S.S App& Met
  Alg1 & Bio App & Met

- Math MAP Data shows
- An increase of 3 RIT points for Math and Reading in all grade levels
- 7th grade Math has met the growth objective form Fall of 2023 to Winter of 2023
- 53% of our Math and Reading MAP cores showed growth from BOY-MOY

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low Performance in English Language Arts and Reading (ELAR). Only 57% of students are performing at the "Approaches Grade Level" standard, and 32% at the "Meets Grade Level" standard in reading
Root Cause: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.. Additionally, there may be a lack of differentiated instruction to meet diverse learning needs.

Problem Statement 2 (Prioritized): Low Performance in Mathematics. Only 51% of students are performing at the "Approaches Grade Level" standard, and 22% at the "Meets Grade Level" standard in mathematics
Root Cause: Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS 6-8 to be able to select appropriately scaffold and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

School Processes & Programs

School Processes & Programs Summary

Our campus' has been focusing on the improvement of high quality tier 1 instruction with the focus on alignment and following the lesson structure using high quality instructional materials and research based strategies. To create a campus culture which is focused on academic success for all students, our lesson plans follow the FWISD scope and sequence, curriculum, and resources. Daily lesson plan expectations include: the state TEKS, the learning objective(s), aligned activities and formative assessment(s) to ensure students mastered the TEKS aligned learning objective. Teachers are expected to include scaffolds in their lessons to differentiate for student needs to ensure all students can access the level of rigor expected from the state standard (tier 1 instruction). To ensure our students are receiving the best instruction possible, we must select, retain, and support the best teachers possible which starts with the interview process. Teachers will continue to be provided with instructional coaching, mentors, embedded professional development, and a friendly/welcoming/ community feel on campus to ensure retention of teachers.

To create and model a data-rich campus culture focused on student growth and achievement, teachers also use the daily formative assessments to monitor student learning and adjust instruction based-on student needs each day by focusing on the misconception from the previous day's learning and providing students with an opportunity to correct the misconception and master the skill.

When creating the master schedule, the content knowledge, amount of preps, comfort level with the grade level, and teacher preference will be considered when determining where to place teachers. The principal, assistant principal, and instructional coaches will discuss the purposeful placement of all teachers. There is more possibility for spreading out classes with the revamped master schedule. PLC period will be grade level focused to better align instruction. This will also help alleviate the "department meeting" feel of PLC and make it more beneficial to all the teachers. The teachers will utilize PLC to create quality tier 1 lessons that align to the state standards and district curriculum through collaboration and looking at data to inform instructional choices. Also, an intervention period has been added to the schedule to ensure that tested subjects (6th-8th Math and Reading, 8th Science and Social Studies, can pull small groups that need intervention through additional practice, reteach, or a smaller instructional setting.

Kirkpatrick Middle School utilizes the Ron Clark Academy House system as part of our Positive Behavior Management System. House names, colors, and history were created by campus staff and are unique to KMS. All staff and students, 6-9 are inducted into a house and able to earn "points" for their house in the following categories: academics, citizenship, effort, and school spirit. Each six weeks, the house with the most points is celebrated with a party. This also creates smaller communities within the school and provides opportunities for student leadership in their houses. These houses have also greatly increased school spirit. On Wednesday's staff and students wear their house colors and begin the day in the hallways participating in their house chants.

Additional student, staff, and family supports at KMS include: a full-time assistant principal, nurse, two counselors, CIS and Go Center case managers, FWAS and campus monitor.

For the 2024-2025 school year Kirkpatrick Middle School continues to have an active PTA comprised of parents and teachers.

Summary of School Processes & Programs needs

- Teachers need to include SE in lesson plans daily.
- Teachers need to discuss student work and data in PLCs.
- Lesson planning focus on high - leverage SE's.
- Teachers need to include defined I do, You do, We do sections in lesson plans daily.
- Lesson planning focus on alignment and focused formative assessments.

School Processes & Programs Strengths

Kirkpatrick Middle School has identified the following strengths:

- Teachers feel that the work environment is inviting.
- Staff feel the leadership team is friendly towards staff and understanding when personal challenges arise.
- Most teachers feel that they can continue to learn and grow in their content and teaching strategies.
- With a minimal turnover rate, most teachers have been on this campus for an average of 5+ years.
- 60%% of teachers have over 5 years of teaching experience.
- PLC period built into the master schedule for all tested areas.
- Two campus-based instructional coaches.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Kirkpatrick Middle School Staff lack the classroom instruction needed to support EB students in mastering the TELPAS test and its impact on campus accountability.
Root Cause: Teachers may lack the skills and confidence with presenting opportunities for strategies that support reading, writing, listening and speaking in classroom. This can lead to a reluctance to fully support these strategies when preparing students for TELPAS.

Problem Statement 2 (Prioritized): Student misbehavior is frequently interrupting the completion of the lesson cycle, resulting in significant loss of instructional time and negatively impacting student learning outcomes.
Root Cause: Unaddressed Social-Emotional Needs. Students may have underlying social-emotional issues that are not being addressed, leading to misbehavior as a way to express frustration or seek attention.

Perceptions

Perceptions Summary

The faculty and staff at Kirkpatrick Middle School have a focus for professional learning on PBIS to ensure there is a use of positive reinforcement with students. A focus on incentives for PBIS, Professional learning on TBRI and student voice. at KMS we create a welcoming and accepting environment by acknowledging and greeting one another during encounters throughout the day. Students are welcomed and feel more accepted because all faculty and staff strive to be more accepting of each student's diversity which includes: culture, lifestyle, and background. Currently, all our students have access to various donations by community stakeholders. Every student is valued by having equitable access to important resources such as school supplies, lunches, athletic, JCC, and fine arts activities. The goal for our faculty and staff is to work to ensure each child is known, valued, and inspired.

Campus Climate and Culture House System:

Parents, students, and staff are excited to belong to our House System. The four houses are modeled after the Ron Clark House System. House committee members attended Ron Clark training to ensure success with the system. All students 6-8 and all campus staff are inducted into one of the houses which they will be a part of their entire time at KMS. Students are able to earn points for their house through grades, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus by receiving point tickets. The points update weekly and are displayed for students to see easily in a power point during CONNECT time. Each six weeks, the house with the most points will receive a house party! These parties have included: laser tag,, hamsterball races, glow in the dark dance parties, movie parties, and more! This has been a positive addition to our campus to build campus spirit and to create smaller communities across the campus. It also allows 8th graders opportunities for leadership in their respective houses. Campus Committees: All staff sign up to be part of at least two committees each year. These committees might be attendance, Positive Behavior Intervention Support, LPAC, Grade Level Leads, House Leads, or monthly culture committees. The monthly culture committees are responsible for planning and communicating activities during their assigned month. These activities must include staff, student, and family components. Once the activities have been approved by the principal, the committee creates, posts, and distributes a monthly calendar, so all staff, students, and families can participate.

Summary of Perceptions needs

- Greater focus on Restorative practices to Focus on positive reinforcement with students.
- Student voice in leading attendance and discipline.
- Student Apathy Effective teacher lead conversations with students about their own data to enhance student understanding.

Perceptions Strengths

Smaller school environment/staff to student ratio(25-1), community involvement and support, experienced, dedicated, and generous faculty and staff, camaraderie, empathy, nurturing and supportive relationships which encourage mutual respect, experienced counselors and interventionists are readily available to all students, and student/staff and parent/staff relationships are often extended after school hours.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Disproportionate Discipline Referrals for Males. Males make up 70% of discretionary referrals, despite being a smaller percentage of the student population
Root Cause: Implicit biases and lack of culturally responsive practices among staff, leading to higher rates of disciplinary actions for Male students. There may also be a lack of alternative disciplinary measures that focus on restorative practices.

Problem Statement 2 (Prioritized): Communication with families about student performance, standards and activities throughout the year for the TELPAS test is not clear and specific.
Root Cause: Kirkpatrick Middle School staff has not specifically met with all families and informed them about the importance of the TEALPS test and how they can help at home.

Priority Problem Statements

Problem Statement 1: Inequities in Student Performance with our SPED and EB population Performance disparities are evident across our SPED and EB, with economically disadvantaged students and English learners consistently under performing.

Root Cause 1: Root Cause Systemic inequities and lack of targeted support for marginalized student groups, SPED and EB student population

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus attendance average is below the district's. Kirkpatrick Middle School has 15% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic and EB, where 25% of students are identified as chronically absent.

Root Cause 2: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low Performance in English Language Arts and Reading (ELAR). Only 57% of students are performing at the "Approaches Grade Level" standard, and 32% at the "Meets Grade Level" standard in reading

Root Cause 3: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.. Additionally, there may be a lack of differentiated instruction to meet diverse learning needs.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Low Performance in Mathematics. Only 51% of students are performing at the "Approaches Grade Level" standard, and 22% at the "Meets Grade Level" standard in mathematics

Root Cause 4: Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS 6-8 to be able to select appropriately scaffold and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Kirkpatrick Middle School Staff lack the classroom instruction needed to support EB students in mastering the TELPAS test and its impact on campus accountability.

Root Cause 5: Teachers may lack the skills and confidence with presenting opportunities for strategies that support reading, writing, listening and speaking in classroom. This can lead to a reluctance to fully support these strategies when preparing students for TELPAS.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student misbehavior is frequently interrupting the completion of the lesson cycle, resulting in significant loss of instructional time and negatively impacting student learning outcomes.

Root Cause 6: Unaddressed Social-Emotional Needs. Students may have underlying social-emotional issues that are not being addressed, leading to misbehavior as a way to express frustration or seek attention.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Disproportionate Discipline Referrals for Males. Males make up 70% of discretionary referrals, despite being a smaller percentage of the student population

Root Cause 7: Implicit biases and lack of culturally responsive practices among staff, leading to higher rates of disciplinary actions for Male students. There may also be a lack of alternative disciplinary measures that focus on restorative practices.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Communication with families about student performance, standards and activities throughout the year for the TELPAS test is not clear and specific.

Root Cause 8: Kirkpatrick Middle School staff has not specifically met with all families and informed them about the importance of the TEALPS test and how they can help at home.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Mobility/stability rate, including longitudinal data
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from 25% to 50%.

Performance Objective 1: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment from 30% to 10% by April 2027.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Students will receive daily instruction tailored to writing in every content everyday.. Teachers will utilize the district IPC's to guide their instruction.

Strategy's Expected Result/Impact: Decrease the percentage of 6th - 8th grade students that score '0' on extended constructed responses (ECR) on their relevant grade level assessment.

Staff Responsible for Monitoring: ILT/Teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Within the 90 min block of reading small group instruction will provide more personalized attention, increasing student engagement and motivation. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** All contents **Delivery Method:** In class **Funding Sources:** Subs Professional - Title I (211) - 211-11-6112-502-049-30-049-101000 - $1,640, Subs Professional - Title I (211) - 211-XX-614X-502-049-30-049-101000 - $360	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide professional development: Offer training for teachers how to provide writing opportunists in their content. Assist teachers how on to effectively intervene in the second half of the class with students who are struggling and excelling. This PD will happen in August with 100% teacher participation. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** ILT **Date(s) / Timeframe:** August-September **Collaborating Departments:** All **Delivery Method:** in person PD	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Inequities in Student Performance with our SPED and EB population Performance disparities are evident across our SPED and EB, with economically disadvantaged students and English learners consistently under performing. **Root Cause**: Root Cause Systemic inequities and lack of targeted support for marginalized student groups, SPED and EB student population

Student Learning
Problem Statement 1: Low Performance in English Language Arts and Reading (ELAR). Only 57% of students are performing at the "Approaches Grade Level" standard, and 32% at the "Meets Grade Level" standard in reading **Root Cause**: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.. Additionally, there may be a lack of differentiated instruction to meet diverse learning needs.

School Processes & Programs

Problem Statement 1: Kirkpatrick Middle School Staff lack the classroom instruction needed to support EB students in mastering the TELPAS test and its impact on campus accountability. **Root Cause**: Teachers may lack the skills and confidence with presenting opportunities for strategies that support reading, writing, listening and speaking in classroom. This can lead to a reluctance to fully support these strategies when preparing students for TELPAS.

Goal 1: Increase the percentage of grade 6-8 students reaching the "Meets Grade Level" standard for ELAR on the annual state performance measurement from 25% to 50%.

Performance Objective 2: Enhance the support systems for SPED and EB students to improve their overall academic performance by April of 2027

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1: Provide PD to staff on ELPS and strategies that can be used in class for EB students in improving Reading, Writing, Listening and Speaking.

Strategy's Expected Result/Impact: Enhance the support systems for SPED and EB students to improve their overall academic performance by 05/2027

Staff Responsible for Monitoring: ALL

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Survey teachers to determine their current understanding of: ELPS (English Language Proficiency Standards) EB instructional strategies Areas of need (Reading, Writing, Listening, Speaking) **Intended Audience:** All Staff **Provider / Presenter / Person Responsible:** ILT/ELA teachers **Date(s) / Timeframe:** August 2026 **Collaborating Departments:** EB **Delivery Method:** Survey	 No Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Create a year-long PD calendar with focused sessions (e.g., one domain per session or integrated approach). Include a mix of: Whole-staff training Department/content-specific sessions Follow-up coaching cycles Align sessions with instructional planning cycles and testing timelines. **Intended Audience:** All Staff **Provider / Presenter / Person Responsible:** ILT/ELA teachers **Date(s) / Timeframe:** Year Long **Collaborating Departments:** EB **Delivery Method:** In Person PD **Funding Sources:** Materials For PD - Title I (211) - 211-11-6399-502-049-30-049-101000 - $2,000	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Conduct regular parent-teacher meetings to engage families of SPED and EB students in their children's education and provide resources for at-home support.

Strategy's Expected Result/Impact: Enhance the support systems for SPED and EB students to improve their overall academic performance

Staff Responsible for Monitoring: All

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Engage parents and guardians in supporting their children's reading and writing development through workshops and resources that promote reading and writing at home. With the help of the Librarian and ELA teachers KMS will have 2 reading/writing workshops in the year with the help of FWAS to support families with reading. **Intended Audience:** Students/Families **Provider / Presenter / Person Responsible:** Campus Staff **Date(s) / Timeframe:** Not yet determined **Collaborating Departments:** ELA/Library **Delivery Method:** In Person after school **Funding Sources:** Materials for workshop - Family Engagement (211) - 211-61-6399-503-049-30-049-101000 - $2,611	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Inequities in Student Performance with our SPED and EB population Performance disparities are evident across our SPED and EB, with economically disadvantaged students and English learners consistently under performing. **Root Cause**: Root Cause Systemic inequities and lack of targeted support for marginalized student groups, SPED and EB student population
Student Learning
Problem Statement 1: Low Performance in English Language Arts and Reading (ELAR). Only 57% of students are performing at the "Approaches Grade Level" standard, and 32% at the "Meets Grade Level" standard in reading **Root Cause**: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.. Additionally, there may be a lack of differentiated instruction to meet diverse learning needs.

Goal 2: Reduce the number of schools that are rated F from 20% to 0%.

Performance Objective 1: Increase the percentage of 6th through 8th grade students that score meets grade level or above on ELAR benchmark assessments from 25% to 50% by April of 2027.
Increase the performance of SPED students meets grade level or above on ELAR benchmark assessments from 11% to 33% and White students from 13% to 66% by April 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments and STAAR

Strategy 1: Students will receive daily 90 min of Reading instruction tailored to their specific needs, leading to better comprehension, reading skills and proficiency. ELA teachers will utilize the district IPC's to guide their instruction.

Strategy's Expected Result/Impact: * Higher MAP Growth scores: Targeted interventions will help more students meet or exceed their projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: ILT/Teachers

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Within the 90 min block of reading small group instruction will provide more personalized attention, increasing student engagement and motivation. Purchasing a Demo teacher will provide added support in the RLA classrooms. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** RLA Department **Delivery Method:** In class **Funding Sources:** Demo Teacher - Title I (211) - 211-11-6119-502-049-30-049-101000 - $72,004, Demo Teacher - Title I (211) - 211-XX-614X-502-049-30-049-101000 - $12,961	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide professional development: Offer training for teachers on the Cowtown 12.. Assist teachers how on to effectively intervene in the second half of the class with students who are struggling and excelling. This PD will happen in August with 100% teacher participation. **Intended Audience:** Staff **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August-Sept. 2026 **Collaborating Departments:** none **Delivery Method:** In Person **Funding Sources:** Materials for PD - Title I (211) - 211-11-6399-502-049-30-049-101000 - $3,000	 Considerable		

Action Step 3 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 3: Hire a hourly tutor to work with students during the day on reading and writing. **Intended Audience:** EB Students **Provider / Presenter / Person Responsible:** Principal/Tutor **Date(s) / Timeframe:** weekly **Collaborating Departments:** none **Delivery Method:** In-Person **Funding Sources:** Part time tutor - Title I (211) - 211-11-6117-502-049-30-049-101000 - $3,690, Part time tutor - Title I (211) - 211-XX-614X-502-049-30-049-101000 - $810			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Foster a culture of reading and writing both at school and at home with parent/ student workshops and events.

Strategy's Expected Result/Impact: Enhanced reading habits: Students will develop a love for reading, leading to more frequent and voluntary reading.
* Broader access to resources: Increased access to diverse reading materials will support students' reading development.
* Stronger home-school connection: Family involvement will reinforce reading habits at home, contributing to overall reading growth.

Staff Responsible for Monitoring: Teachers/Librarian/ILT

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Organize school-wide reading challenges, book clubs, and literacy events to encourage students to read more frequently. Ensure that students have access to a diverse range of books and reading resources both in the classroom and at home. In August create a calendar of reading events for our students and families for the 25-26 school year. Create a committee to help plan these events. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers/Librarian **Date(s) / Timeframe:** Not yet determined **Collaborating Departments:** none **Delivery Method:** In Person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Engage parents and guardians in supporting their children's reading development through workshops and resources that promote reading at home. With the help of the Librarian KMS will have 2 reading workshops in the year with the help of FWAS to support families with reading. **Intended Audience:** Students/Families **Provider / Presenter / Person Responsible:** Campus Staff **Date(s) / Timeframe:** On Going **Collaborating Departments:** none **Delivery Method:** In Person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Inequities in Student Performance with our SPED and EB population Performance disparities are evident across our SPED and EB, with economically disadvantaged students and English learners consistently under performing. **Root Cause**: Root Cause Systemic inequities and lack of targeted support for marginalized student groups, SPED and EB student population
Student Learning
Problem Statement 1: Low Performance in English Language Arts and Reading (ELAR). Only 57% of students are performing at the "Approaches Grade Level" standard, and 32% at the "Meets Grade Level" standard in reading **Root Cause**: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.. Additionally, there may be a lack of differentiated instruction to meet diverse learning needs.

Goal 2: Reduce the number of schools that are rated F from 20% to 0%.

Performance Objective 2: Increase the percentage of 6th through 8th grade students that score meets grade level or above on Math benchmark assessments from 18% to 50% by April of 2027.
Increase the performance of SPED students meets grade level or above on Math benchmark assessments from 11% to 34% and White students from 25% to 68% by April of 2027.

High Priority

Evaluation Data Sources: Benchmark Assessments and STAAR

Strategy 1: Utilize data-driven decision-making to assist teachers in creating DOL's, exit tickets and common assessments from 6 week assessment data in PLC's

Strategy's Expected Result/Impact: * Timely interventions: Regular data analysis will ensure that interventions are timely and targeted to students' needs.
* Improved student outcomes: Data-driven adjustments will lead to more effective interventions and improved student performance.
* Sustained growth: Ongoing monitoring and support will help maintain and increase student growth over time.

Staff Responsible for Monitoring: ILT/Teachers

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 1 - Student Learning 1, 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Regularly analyze 6 week assessment Growth data as well as all data points utilized throughout the year (DOL, common assessments, interim's, etc...). Schedule monthly data review meetings to track student progress and identify trends. **Intended Audience:** Teachers/Students **Provider / Presenter / Person Responsible:** ILT/Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** Math **Delivery Method:** In Person	 Considerable		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Adjust interventions based on data: Modify math interventions and strategies based on the analysis of student performance data. Continuously monitor the effectiveness of interventions and provide additional support as needed. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** Math **Delivery Method:** PLC's	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Inequities in Student Performance with our SPED and EB population Performance disparities are evident across our SPED and EB, with economically disadvantaged students and English learners consistently under performing. **Root Cause**: Root Cause Systemic inequities and lack of targeted support for marginalized student groups, SPED and EB student population

Student Learning
Problem Statement 1: Low Performance in English Language Arts and Reading (ELAR). Only 57% of students are performing at the "Approaches Grade Level" standard, and 32% at the "Meets Grade Level" standard in reading **Root Cause**: Teachers need support understanding the depth of the state standards to be able to select rigorous instructional materials and create TEKS aligned lessons.. Additionally, there may be a lack of differentiated instruction to meet diverse learning needs.
Problem Statement 2: Low Performance in Mathematics. Only 51% of students are performing at the "Approaches Grade Level" standard, and 22% at the "Meets Grade Level" standard in mathematics **Root Cause**: Teachers need support understanding the depth of the state standards and the vertical alignment of math TEKS 6-8 to be able to select appropriately scaffold and/or enrichment instructional materials to create effective lessons to grow all students' math proficiency.

Goal 3: Increase student participation rates for Fine Arts, JROTC, and Athletics

Performance Objective 1: Increase the percentage of students enrolled in Fine Arts courses from 75% to 80% by June 2027.
Increase the percentage of students enrolled in JROTC courses from 30% to 40% by June 2027.
Increase the percentage of students enrolled in Athletics courses from 50% to 60% by June 2027.
Increase the number and percentage of EB students from 80% to 85% by June 2027.

High Priority

Evaluation Data Sources: Focus schedules

Strategy 1: Ensure all students are informed, encouraged, and able to participate.

Strategy's Expected Result/Impact: More students become aware of opportunities and feel confident that participation is accessible and welcoming.

Staff Responsible for Monitoring: Fine Arts Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Targeted Recruitment Campaigns:	Formative		
	Nov	Jan	Mar
Presentations during advisory periods, assemblies, and middle school feeder visits Student ambassadors representing Fine Arts, JROTC, and Athletics **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Fine Arts Teachers **Date(s) / Timeframe:** August 2026 **Collaborating Departments:** none **Delivery Method:** In-Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Showcase Opportunities: Host "Try-It" days, showcase nights, exhibitions, and open practices Highlight student success stories through social media, newsletters, and school announcements **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Fine Arts Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** none **Delivery Method:** In Person			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Build Engagement Through Student-Centered Programming
Goal: Improve retention and participation by making programs relevant, inclusive, and rewarding

Strategy's Expected Result/Impact: Students feel connected, valued, and motivated to join and stay engaged in programs.

Staff Responsible for Monitoring: Fine Arts Teachers

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Expand Program Variety: Add diverse options (e.g., digital arts, esports-style athletics, specialized JROTC teams) Create flexible participation models (seasonal, club-level, or intramural options) **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Fine Arts Teachers **Date(s) / Timeframe:** August 2026 **Collaborating Departments:** none **Delivery Method:** In Person	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Strengthen School Culture & Recognition: Publicly recognize participation and achievements (awards, shout-outs, pep rallies) Integrate Fine Arts, JROTC, and Athletics into school-wide events **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Elective Teachers **Date(s) / Timeframe:** On Going **Collaborating Departments:** none **Delivery Method:** In Person	Formative		
	Nov	Jan	Mar

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Disproportionate Discipline Referrals for Males. Males make up 70% of discretionary referrals, despite being a smaller percentage of the student population **Root Cause**: Implicit biases and lack of culturally responsive practices among staff, leading to higher rates of disciplinary actions for Male students. There may also be a lack of alternative disciplinary measures that focus on restorative practices.
Problem Statement 2: Communication with families about student performance, standards and activities throughout the year for the TELPAS test is not clear and specific. **Root Cause**: Kirkpatrick Middle School staff has not specifically met with all families and informed them about the importance of the TEALPS test and how they can help at home.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from 20% to 5%%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 12% to 10% by June 2027.
Decrease the number and percentage of Hispanic students on our campus from 15% to 10% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly attendance from FOCUS

Strategy 1: Revamp our school-wide attendance team that meets bi-weekly to review attendance data, identify students at risk of chronic absenteeism, and develop personalized intervention plans. This team should include teachers, counselors, and administrators

Strategy's Expected Result/Impact: Increased student attendance and reduction in Tardies.

Staff Responsible for Monitoring: Attendance Team

Title I:
2.51, 2.52
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: Demographics 2 - School Processes & Programs 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Design tailored intervention plans for at-risk students, which may include parent meetings, counseling sessions, or academic support. **Intended Audience:** Students/parents **Provider / Presenter / Person Responsible:** counseling staff/teachers **Date(s) / Timeframe:** Monthly **Collaborating Departments:** None **Delivery Method:** In Person			

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Regularly track the effectiveness of interventions and adjust plans as needed based on student progress and feedback. and create incentives for improved attendance. **Intended Audience:** KMS Students **Provider / Presenter / Person Responsible:** counseling staff/teachers **Date(s) / Timeframe:** Monthly **Collaborating Departments:** None **Delivery Method:** In Person **Funding Sources:** Student Travel - Title I (211) - 211-11-6412-502-049-30-049-101000 - $1,000			

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Organize monthly family engagement events to strengthen the connection between families and the school. These events could include workshops on navigating school resources, family fun nights, and opportunities for parents to volunteer and participate in school activities.

Strategy's Expected Result/Impact: Increased parent participation including communication when it comes to students grades, test scores, behavior and attendance.

Staff Responsible for Monitoring: School wide

Title I:
2.51, 2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials
- **Targeted Support Strategy - Additional Targeted Support Strategy**

Problem Statements: School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Decide on a variety of themes for each month, such as educational workshops, family fun nights, and volunteer opportunities. **Intended Audience:** KMS Families **Provider / Presenter / Person Responsible:** ILT/Office Staff **Date(s) / Timeframe:** monthly **Collaborating Departments:** None **Delivery Method:** Website, call-outs **Funding Sources:** Materials for event - Title I (211) - 211-61-6399-503-049-30-049-101000 - $3,000	Formative		
	Nov	Jan	Mar

Action Step 2 Details	Formative Reviews		
Action Step 2: Develop a yearly calendar outlining the dates and themes of each event. Share this calendar with families at the beginning of the school year. **Intended Audience:** KMS Families **Provider / Presenter / Person Responsible:** ILT/Office Staff **Date(s) / Timeframe:** August **Collaborating Departments:** None **Delivery Method:** website **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-502-049-30-049-101000 - $3,959	Formative		
	Nov	Jan	Mar

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The campus attendance average is below the district's. Kirkpatrick Middle School has 15% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is Hispanic and EB, where 25% of students are identified as chronically absent. **Root Cause**: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

School Processes & Programs
Problem Statement 1: Kirkpatrick Middle School Staff lack the classroom instruction needed to support EB students in mastering the TELPAS test and its impact on campus accountability. **Root Cause**: Teachers may lack the skills and confidence with presenting opportunities for strategies that support reading, writing, listening and speaking in classroom. This can lead to a reluctance to fully support these strategies when preparing students for TELPAS.
Problem Statement 2: Student misbehavior is frequently interrupting the completion of the lesson cycle, resulting in significant loss of instructional time and negatively impacting student learning outcomes. **Root Cause**: Unaddressed Social-Emotional Needs. Students may have underlying social-emotional issues that are not being addressed, leading to misbehavior as a way to express frustration or seek attention.

Perceptions

Problem Statement 2: Communication with families about student performance, standards and activities throughout the year for the TELPAS test is not clear and specific. **Root Cause**: Kirkpatrick Middle School staff has not specifically met with all families and informed them about the importance of the TEALPS test and how they can help at home.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	Students will receive daily instruction tailored to writing in every content everyday.. Teachers will utilize the district IPC's to guide their instruction.	
1	2	1	Provide PD to staff on ELPS and strategies that can be used in class for EB students in improving Reading, Writing, Listening and Speaking.	
1	2	2	Conduct regular parent-teacher meetings to engage families of SPED and EB students in their children's education and provide resources for at-home support.	
2	1	1	Students will receive daily 90 min of Reading instruction tailored to their specific needs, leading to better comprehension, reading skills and proficiency. ELA teachers will utilize the district IPC's to guide their instruction.	
2	1	2	Foster a culture of reading and writing both at school and at home with parent/ student workshops and events.	
2	2	1	Utilize data-driven decision-making to assist teachers in creating DOL's, exit tickets and common assessments from 6 week assessment data in PLC's	
4	1	1	Revamp our school-wide attendance team that meets bi-weekly to review attendance data, identify students at risk of chronic absenteeism, and develop personalized intervention plans. This team should include teachers, counselors, and administrators	
4	1	2	Organize monthly family engagement events to strengthen the connection between families and the school. These events could include workshops on navigating school resources, family fun nights, and opportunities for parents to volunteer and participate in school activities.	

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Action Step	Description
1	1	1	Students will receive daily instruction tailored to writing in every content everyday.. Teachers will utilize the district IPC's to guide their instruction.	
1	2	1	Provide PD to staff on ELPS and strategies that can be used in class for EB students in improving Reading, Writing, Listening and Speaking.	
1	2	2	Conduct regular parent-teacher meetings to engage families of SPED and EB students in their children's education and provide resources for at-home support.	
2	1	1	Students will receive daily 90 min of Reading instruction tailored to their specific needs, leading to better comprehension, reading skills and proficiency. ELA teachers will utilize the district IPC's to guide their instruction.	
2	1	2	Foster a culture of reading and writing both at school and at home with parent/ student workshops and events.	
2	2	1	Utilize data-driven decision-making to assist teachers in creating DOL's, exit tickets and common assessments from 6 week assessment data in PLC's	
4	1	1	Revamp our school-wide attendance team that meets bi-weekly to review attendance data, identify students at risk of chronic absenteeism, and develop personalized intervention plans. This team should include teachers, counselors, and administrators	
4	1	2	Organize monthly family engagement events to strengthen the connection between families and the school. These events could include workshops on navigating school resources, family fun nights, and opportunities for parents to volunteer and participate in school activities.	

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Met with staff and PTA

1.2: Location for Evidence of Multiple Meetings Held

Need to complete

Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	1	Subs Professional	Instruction | Subs - Professional (11-6112)	211-11-6112-502-049-30-049-101000	$1,640.00
1	1	1	1	Subs Professional	Fringe	211-XX-614X-502-049-30-049-101000	$360.00
1	2	1	2	Materials For PD	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-049-30-049-101000	$2,000.00
2	1	1	1	Demo Teacher	Fringe	211-XX-614X-502-049-30-049-101000	$12,961.00
2	1	1	1	Demo Teacher	Instruction |Demonstration Teacher (11-6119)	211-11-6119-502-049-30-049-101000	$72,004.00
2	1	1	2	Materials for PD	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-049-30-049-101000	$3,000.00
2	1	1	3	Part time tutor	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-502-049-30-049-101000	$3,690.00
2	1	1	3	Part time tutor	Fringe	211-XX-614X-502-049-30-049-101000	$810.00
4	1	1	2	Student Travel	Instruction | Travel - Student (11-6412)	211-11-6412-502-049-30-049-101000	$1,000.00
4	1	2	1	Materials for event	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-049-30-049-101000	$3,000.00
4	1	2	2	General Supplies	Instruction | General Supplies and Technology (11-6399)	211-11-6399-502-049-30-049-101000	$3,959.00
						Sub-Total	$104,424.00
						Budgeted Fund Source Amount	$104,424.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	2	1	Materials for workshop	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-049-30-049-101000	$2,611.00
						Sub-Total	$2,611.00
						Budgeted Fund Source Amount	$2,611.00
						+/- Difference	$0.00
						Grand Total Budgeted	$107,035.00
						Grand Total Spent	$107,035.00
						+/- Difference	$0.00

Addendums

Kirkpatrick Middle School
3201 Refugio, Fort Worth, Texas 76106
OFFICE 817-814-4200 FAX 817.814-4250

Inspire, in every student and **P-Pride for our School**
staff member, the passion to **A-Actions that are responsible and respectful** learn through the KMS **PAWS. W-Wise Choices**
S-Safety for ourselves and others

Kirkpatrick Middle School Campus Parent Compact 2026-2027

Objective: *The Kirkpatrick Middle School parent compact is a written commitment that indicates how parents, students, and school will agree to share the responsibility of learning for an individual child.*

Campus Pledge:

- Provide a high quality curriculum and effective instruction in a supportive and nurturing learning environment.
- Create a partnership with every family in each class.
- Ensure each student receives targeted help as soon as it is needed.
- Explain each teacher's approach to teaching, expectations, and grading systems with students and their families.
- Assign work that is relevant and meaningful, while ensuring students understand the assignment and what they will learn from it, while receiving promptly.
- Nurture the "whole" child to ensure each student is successful in the classroom and in life.
- Hold all students accountable to a consistent school-wide discipline plan.

Student Pledge:

- Come to school on time
- Show maximum effort and exhibit a positive attitude on all school related tasks, while letting my teacher and family know if I need help.
- Follow our campus Values- P.A.W.S
- Work to reinforce math and reading skills every day by using all available resources. • Participate in Saturday Camps and After School Tutorials

Parent Pledge:

- Communicate with the teacher if my child is having any problems with learning. • Use educational materials that are sent home with my child each week to reinforce learning.
- Ensure my child attends school daily and is on time.

• Use FOCUS to monitor my child's grades weekly.
• Ensure my child participates in all scheduled Saturday Camps and Mandatory Tutorials
• Respond to school communication attempts promptly.
• Support school disciplinary measures of extended school day / after school detention, if minor behavioral issues are a distraction to the learning environment. • Attend a scheduled conference at the request of administrators.

Parent Signature/Date

_____

Student Signature/Date

_____

Kirkpatrick Middle School
3201 Refugio, Fort Worth, Texas 76106
OFFICE 817-814-4200 FAX 817.814-4250

Inspire, in every student and **P-Pride for our School**
staff member, the passion to **A-Actions that are responsible and respectful** learn through
the KMS **PAWS. W-Wise Choices**
S-Safety for ourselves and others

Pacto de padres del campus de la escuela secundaria Kirkpatrick 2026-2027

Objetivo: El pacto de padres de la escuela secundaria Kirkpatrick es un compromiso escrito que indica cómo los padres, los estudiantes y la escuela aceptarán compartir la responsabilidad del aprendizaje de un niño en particular.

Compromiso del campus:

• Proporcionar un plan de estudios de alta calidad e instrucción eficaz en un entorno de aprendizaje de apoyo y enriquecedor.

• Crear una asociación con cada familia en cada clase.

• Asegurarse de que cada estudiante reciba ayuda específica tan pronto como la necesite.

• Explicar el enfoque de enseñanza, las expectativas y los sistemas de calificación de cada maestro con los estudiantes y sus familias.

• Asignar trabajo que sea relevante y significativo, al mismo tiempo que se asegura de que los estudiantes comprendan la

tarea y lo que aprenderán de ella, mientras reciben la tarea con prontitud.

• Fomentar al niño "en su totalidad" para garantizar que cada estudiante tenga éxito en el aula y en la vida.
• Hacer que todos los estudiantes sean responsables de un plan de disciplina coherente para toda la escuela.

Compromiso del estudiante:

• Llegar a la escuela a tiempo

• Mostrar el máximo esfuerzo y exhibir una actitud positiva en todas las tareas relacionadas con la escuela, y avisar a mi maestro y a mi familia si necesito ayuda.

• Seguir los valores de nuestro campus: P.A.W.S

• Trabajar para reforzar las habilidades de lectura y matemáticas todos los días utilizando todos los recursos disponibles.

• Participar en los campamentos de los sábados y en las tutorías después de la escuela

Compromiso de los padres:

• Comunicarme con el maestro si mi hijo tiene algún problema con el aprendizaje.

• Usar los materiales educativos que se envían a casa con mi hijo cada semana para reforzar el aprendizaje.

• Asegurarme de que mi hijo asista a la escuela todos los días y

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

• Responder a los intentos de comunicación de la escuela con prontitud.
• Apoyar las medidas disciplinarias escolares de jornada escolar prolongada/detención después de la escuela, si los problemas de comportamiento menores son una distracción para el entorno de aprendizaje.

• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

_____

Student Signature/Date

_____

M. L. Kirkpatrick Middle School
3201 Refugio Ave., Fort Worth, Texas 76106
OFFICE 817.814.4200 FAX 817.814.4250

Kirkpatrick Middle School TITLE I MEETING Agenda 2026-2027

6:00pm- KMS Auditorium- August 5th & 6th , 2026

Welcome parents and community members!

1. **School report card Data**
2. **School Curriculum updates**
3. **What is a Title I school?**
4. **How does our school spend Title I money?**
5. **What is required by law for family involvement?**
   - What is the school's Family Involvement Policy?
   - What is a School Family Compact?
6. **What opportunities does the school provide for family involvement?** • family engagement opportunities offered for school or home • volunteer opportunities
   - family decision making opportunities/meetings/councils
7. **Morning routines 9:00 AM**
8. **New attendance policy**
9. **Adjourn to classrooms**
10. **Parents can stay if they have other questions**

Welcome to Kirkpatrick Middle School!

Wildcat Country!!!!

August 5th and 6th

Title I Purpose

1. **The purpose of Title I is to provide opportunities for all students to meet the**

state's proficient and advanced levels of academic achievement.

Title I funds should be used to:

- **Strengthen the core academic program**
- **Increase the amount and quality of learning time**
- **Engage families to participate in the learning process**
- **Provide continuous professional development**
- **Meet the needs of historically underserved populations**

Title I Purpose

2. **Each expenditure must align with a Priority in our Campus Needs Assessment and a Strategy in our Campus Improvement Plan.**

3. **All professional development must impact student achievement.**

SBDM

- Site Based Decision Making team
- Meet once a month for 30 min
- Help in making decisions about curriculum and budget for the campus
- Great way to know the staff
- Nomination forms are in the back
- Can also be a business member



JOIN KMS PTA

bitly

Registration/Shots

- School registration is for new and returning students
- Students need to be registered before the first day of school
- Please make sure that your students have an updated shot record for the nurse before the first day of school

Building Entrance

- Students will be allowed into the building at 8:15am
- Class starts @ 8:50am
- Students wanting breakfast go to the cafeteria and eat at designated tables. When finished with breakfast relocate to;
-
  - 6th Cafeteria
  - 7th Auditorium-Right side
  - 8th Auditorium-Left Side
- Auditorium if not eating and finished with Breakfast
- Teacher will pick up and take to class @ 8:45 am

House System









Attendance

- Attendance is very important
- Students need to be in school in all classes 90% of the time
- Students can only miss 8 school days each semester
- Credit will be lost in classes if student exceeded 8 days absent
- Will need to attend Saturday camps and after school to regain grade and HS credit.

Technology

- The students will be receiving chromebooks

KMS Behavioral Expectations

	Hallways	Classroom	Common Areas	Restroom
P Pride for our School	• Keep hallways clean & clear • Keep walls & lockers free from marks & stickers • Dispose of trash properly	• Keep the classroom clean and organized • Keep walls and desks free from marks and stickers • Treat chairs, tables, and other items with care	• Keep common areas clean and clear • Dispose of all trash properly • Treat chairs, tables, and other items with care	• Keep restrooms clean and tidy • Report any issues to staff • Use the facilities properly
A Actions that are Responsible & Respectful	• Be considerate of others • Respect personal space by not crowding or pushing others • Follow directions from adults	• Participate actively • Speak kindly and use polite language when talking • Respect personal space by not crowding or pushing others	• Be considerate of others • Respect personal space by not crowding or pushing others • Wait your turn patiently	• Use time wisely • Respect the privacy of others • Respect personal space by not crowding or pushing others
W Wise Choices	• Plan your route to avoid being late to class • Find an adult to help if you see a conflict or other issue	• Ask for help when needed • Turn all assignments in on time • Be prepared to learn	• Be mindful of noise levels • Follow all rules and guidelines	• Wash hands thoroughly • Leave promptly when finished • Follow all rules and guidelines
S Safety for Ourselves & Others	• Walk with a purpose • Keep hands, feet and objects to yourself • Follow the 10 minute rule • Follow school guidelines for emergencies	• Follow classroom rules and teacher instructions • Keep hands, feet and objects to yourself • Follow school guidelines for emergencies	• Stay in designated areas • Keep hands, feet and objects to yourself • Follow directions from • Follow school guidelines for emergencies	• Report spills immediately • Follow the 10 minute rule • Report unsafe behavior to an adult • Follow school guidelines for emergencies

Reminders

- No lockers
- Students will need a backpack
- Schedule changes may be permitted with parent meeting after the 2nd week of school.
- No schedule changes throughout the year

FWAS

- Will start 3rd week of school
- From 4:30-6:00
- Meal and snacks will be provided
- Tutoring help
- Clubs
- Activates
- Some Sports-Baseball

Sports

- For 7th and 8th grade only
  - Football
  - Cross Country
    - Starts 2nd week of school
  - Girls Volleyball
    - Starts 3rd day of school
  - Boys/Girls Basketball and Soccer
  - Track
  - Cheerleading-6th-8th

Northside Eats Food Pantry @ KMS

Open to everyone

Saturdays 8:00am-10:00am

Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Manuel Eduardo Garcia Alvarado	6	Cintia A	
2	Leylani Garcia Alvarado	6	Cintia A.	
3	Ivanna Aguilera Torres	6	Maria T.	
4	Daniel Armando Medina	6	Vanessa H	
5	Estefania Salas	6	Estela O	
6	Christian R Carranza	6	Elva López	
7	Teodulo Loyola	6	Anglina Loza soto	
8	Tyon Jackson-Lofton	6	Clance Lofton	
9	Juan Caldera	6	Diana Quezada	
10	Cristian Yahir Perez	6	Angelica Ramirez	
11	Eden Rodriguez	6	Lizbeth Galvan	
12	Christopher Rodriguez	6	Mayra Rodriguez	
13	Jesus Galarza	6	Imelda Leijas	
14	Alexa Cardenas	6	Adriana Gomez	
15	Jayden Navarrete	6	Jenifer Navarrete	
16	Alexa Contreras	6	Maria C Camilo	
17	Alizae Miranda	6	Maria Villa	
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Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Daniela	6	Santiago Flores	
2	Jane			
3	Jaylah			
4		6	Angelica Castillo	
5	Giovanni Espinoza	6	Heather Hernandez	
6	Dazael Ortiz	6	Claudia Ortiz	
7	Genesis Martinez	6th	Teresita Gasca	
8	Elmer Espinoza	6	Deisy Alonzo	
9	Neymar de Jesus Muñoz	6	Brenda Martinez	
10	Daniel Ortiz	6		
11	Arianna Arreguin	6	Luz Trejo	
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Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Camila ochoa	6th	Mercedes	
2	Giovani Flores	6th	Martha B.	
3	Michelle Vindel	6th	Elsa N Velasquez	
4	Brianna M. Sanchez	6th	Angelica Ojeda	
5	Nathan Ambrocio	6th	[illegible]	
6	Daniel Santos	6th	M. Salazar	
7	Amelia Elena Maldonado	6th	Doroteo Maldonado	
8	Gustavo Garcia	6th	[illegible]	
9	Aiana solis martinez	6th	Blas solis Martinez	
10	Christopher Funez	6th	[illegible]	
11	Erika Cortez	6th	Erika Salinas	
12	Elise Palmer	6th	[illegible]	
13	Karina Munoz	6th	Alejandro	
14	Rafael	6	Ana Maria	
15	Eli Palacios	6th	Regina Bermudez	
16	Kamila Cavilla	6th	Claudia Llanos	
17	ANGEL MERIDOLA	6	MANUEL MENDIOLA	
18	Briseida Garcia	6th	Sara Sanz	
19	Jessueth Montanez	6th	Alma Rosa	
20	Isayan Rivera	6th	Melmalin	
21	Jakup Salinas	6th	Courtney B.	
22	Collyns Fulbright	6th	Raven Hill	
23	Natasha Florido	6th	Andres Florido	
24	Mailin Masmokejo	6th	Maria Sanchez	
25	Conrado Lostoya	6	Rosario Mendez	

Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Victoria Pachero	8th	Brenda Garcia	
2	Litzy Hidulgo	8th	Oscar Hidulgo	
3	Cecil Ortiz	8th	Claudia Ortiz	
4	Pearla Ibarra	8th		
5	Jimena Rodriguez	8th		
6	Nicole Reyes	8th	Sandra Cano	
7	Arther Trevino	8th	Joanna Gonzalez	
8	Saray Castro	8th	Olimpia Castro	
9	Melissa Sarai Carpio	8th	Angelica Ramirez	
10	Sydney Martinez	8th	Laila Delgado	
11	Angel Cortez	8th	Erika Salinas	
12	Fabian Castaneda	8th	Diana Garcia	
13	Astrid Gutierrez	8th	Maria Flores	
14	Evangeline Ruiz	8th	Velia Ruiz	
15	Brissa Escamilla Salazar	8th	Jaime Garcia	
16	Avely Saidana	8th		
17	Jaqueline Ramirez	8th		
18	Karen Ortiz	8th		
19	Esteban Cordova	8th	Martha Hernandez	
20	Marcos Bland	8th	Adriana Gonzales	
21	Kimberly Gonzalez	8th	Jennifer Hernandez	
22	Yaretzi Gasca	8th	Lilia Gasca Alvarez	
23	Alexia Carrillo	8th	Isamar Constantino	
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Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Christopher Funez	6th	R U + Martinez	
2	Keren Martinez	8th	Melvin Lopez	
3	Eliana M. Gallegos	8th	Mirella S Gallegos	
4	Gabby Maya	8	Rafaela Maya	
5	Jorge Hernandez	8th	Reyna Delgado	
6	Aliana Perez	8th	Rosalia Perez	
7	Scarlett Escobar	8th	Maria Saldana	
8	Jayson Hamilton	8th	Leann Myrtle	
9	Genesis Ambrocio	8th	[illegible]	
10	David Santos	8th	Martha Salazar	
11	Isabella Cano	8th	Jaqueline Cano.	
12	Keren Martinez	8th	Melvin Lopez	
13	Shaela [illegible] Garcia	8th	Sonia Serrano	
14	Elias Rodriguez	8th	Nallia Falcon	
15	Zamin Rodriguez	8th	Maria anvizu	
16	Jaime Gomez	8th	Liliana Gomez	
17	Ethan Lara	8th	[illegible]	
18	Lucas Lara	8th	[illegible]	
19	Carlos Lasoya			
20	Jose Ayala			
21	Abraham Salcedo	8th	Margarita Montelongo	
22	Jorge Talamantes	8th	Jessica Talamantes	
23	Ethan Cortez	8th	Lourdes Arguello	
24	Joshua Kashindi	8th	James Kashindi	
25	Hugo ojeda	8th	Cristina Gallardo	

Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Juliah Rodriguez	8	Magdalena Rodriguez	
2	Peyton Jackson	8	Chrise Lofton	
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Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Draybelin Seonane	7	Greysi Villalobos	
2	Giselle Salazar	7th	Ramiro Salazar	
3	Gonzalez alan	7th	maria luna	
4	Michelle Ramirez	7th.	Herrera Ramirez.	
5	Arianne yanez	7th	Alejandra y.	
6	Jadi Rodriguez	7th	Rosmary Flores	
7	Ernest Naranjo	7th	Nydia Naranjo	
8	Zaid villanueva	7th	Zaibulla Mukhi	
9	Ozzy velazquez	7th	martha morales	
10	Leonardo Zempoaltecu	7th	Vanessa Zempoaltecu	
11	Jacob Barrera	7th	Stephanie Huerta	
12	Edgar Ambrocio	7th	Cecilia Saldivar	
13	Yanexa Ortega	7th	Arely Ortega	
14	Olivia Aguilar.	7th	Clara Soto.	
15	Maria Corrales	7th	Monica Tapia	
16	Kimberly Ibarra Servin	7th	Angela Servin	
17	~~Sara J Mendoza~~	7th		
18	Mia Rodriguez	7th	Sara Mendoza	
19	Dulce Rodriguez	7th	Sara Mendoza	
20	Maelie Walker	7th	Larissa Orral	
21	Caroline Muñoz Fernandez	7th	Georgina Fernandez	
22	Bellany. Cabrera	7th	Diana Fuentes	
23	Cielo Mendez Malfabon	7th	Betty Villa	
24	Lauren vega	7th	Claudia Gallego	
25	Jaeshaun Player	7th	Jamikachris	

Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Isaac Ramirez	7th	Janette Perez	
2	Gael Gamez	7th	Yajaira Gamez	
3	Sayuri Hernandez	7th	Maria D Hernandez	
4	Emily Guerra	7th	Celia Ramirez	
5	[redacted] Loyola, Jayden	7th	Jorge Loyola	
6	Matthew Lopez	7th	[redacted]	
7	Valerie Santillan	7th	[redacted]	
8	Katalleya Hurtado	7th	[redacted]	
9	Chelsea De La Cruz	7th	Juan De La Cruz	
10	Angelo Chavez	7th	[redacted]	
11	[redacted] Saul Mejia	7th	[redacted]	
12	Axel Romero	7th	Ganeth R.	
13	Colbie Fulbright	7th	Raven Hill	
14	Mason Sanchez	7th	Ashley Sanchez	
15	[redacted] Jesus Muñoz	7th	Cecilia Muñoz	
16	Bene Mendez	7th	Rosalina Frajre	
17	Daleyza alvarado	7th	Berenice Alvarado	
18	Adolfo Triana	7th	Remedios Rendon	
19	Josue Martinez Benito	7th	Caroline Benito	
20	Kevin Estrangas Gile	7th	Jennifer Glez.	
21	Isela Almazan	7th	Elsa Hidrogo	
22	Santos Ibarra	7th	Jasmine Ibarra	
23	Jayden Beltran Garcia	7th	Marcela Castro	
24	Yennifer Flores Alonzo	7th.	Yeny Alonzo	
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Parent Orientation Title One 8/5/2026

	Student Name	Grade	Parent Name	
1	Lillianna Porter	7th	Mariah Juarez	
2	mason Mendoza	7th	Liseth Martinez	
3	Dylan Gonzalez	7th	Mariela Gonzalez	
4	Janet Martinez	7th	Blanca Caballero	
5	Jennifer Parra	7th		
6	Camila ambriz	7th	Magdalena Aubrin	
7	Ochalla ochalla	7th	Obang Opiew	
8	Itzel Nicole Perez	7	Maribel Sucarrodguez	
9	Brian Gomez	7th	Fay Gomez	
10	Mia k Torres	7th	Cristina Jimenez	
11	Milan Vazquez	7th	Agedelia Servin	
12	Damian Mata	7th		
13	Josselin Alonzo	7th		
14	Anthony Mancha	7th		
15	Axel Pena	7th		
16	Josue Galindo	7th		
17	Francisco Rocha	7th	Idalia Rocha	
18	Abigail Burgos	7th	Michelle Rivas	
19	Lydia Lukery	7th	Esther	
20	Noah Aguilar	7th	Krystal Munoz	
21	Alexander Gonzalez	7th	Sandra Ramirez	
22	Itzel Leyva	7th	Maria Hedrado	
23	Jordy Guerrero	7th	Maria Oro	
24	Reyna Carrillo	7th	Tvana Romero	
25	Mariel Briseño			

Parent Orientation Title One 8/6/2026

	Student Name	Grade	Parent Name	
1	Alexia gutierrez	8th	Olga Gutierrez	
2	Sadey Huerta	8th	Christina Huerta	
3	Fanni leyva	8th	Maria lozano	
4	Gloria Tamaye	8th	Gloria Tamaye	
5	Anthony Tijerina	8th	Jaime Garcia	
6	Ian Rodriguez	8th	Brittany Rodriguz	
7	Alexia Canaca	8th	Olga Gutierrez	
8	Cayla Linares	8th	Wendy Sanchez	
9	Saicke Trejo Lozano	8th	Maria HR	
10	Mia Bravo	8th	Ruth Macias	
11	JOSE CARAVANTES SANCHEZ	8th	Gloria Sanchez	
12	Yaelyn Trujillo	8th		
13	Luis Zamarron	8th	Yayaira Gutierrez	
14	Sofia Diaz	8th	Hermelinda Diaz	
15	Emanuel Gonzalez	8th	Elizabeth Lara	
16	Melanie Santillan	8th		
17	Ronaldo Barraza	8th		
18	Edgar Hernandez	8th	Rita Rodriguez	
19	Jessly Paiz	8th	Melissa Lopez	
20	Alessandra Chávez	8th	Vanessa Amaya	
21	~~Sarahi Briseño~~ Alma G.	8th	Sarahi Briseño	
22	Evelyn Sanchez	8th	Angelica Sanchez	
23	Eyssi Sanchez	8th	Nelsy Flores	
24	Angel Diaz	8th	Angelica Diaz	
25	Noah Perez	8th	Yabetha Perez	

Parent Orientation Title One 8/6/2026

	Student Name	Grade	Parent Name	
1	Jason Mar	6		
2	Isabella Rivas	6	Wendy Suchez	
3	Roy Perez Ramirez	6	Mayra Ramirez	
4	Amy Ramirez	6	Sofia Torres	
5	Christian Rivas Jr	6	Ana Gonzales	
6	Sophia Lara	6th	Crystal Rodriguez	
7	Ivan Navarro	6th	Stephanie Diaz	
8	Steven Griffin	6th	Dionisia Flores	
9	Itzel Vidales	6th	Amanda Garcia	
10	Damian Vela	6th	Yamil Alvarez	
11	Roman Aguilera	6th	Yamil Alvarez	
12	Brian Naranjo	6th	Nydia Naranjo	
13	Elena Barraza	6th	Mary Barraza	
14	Baniamin Hierat	6th	Zabihullah Hierat	
15	Sebastian Rue	6th	Viviana Rule	
16	Joseph Padilla	6th	Jimenez	
17	Jaymion Garcia	6th	Vesseria Garces	
18	Catalya Montes	6th	Tiffany Montes	
19	Leah Gonzalez	6th	Alicia Claudio	
20	Allison Sanchez	6th	Angelica Sanchez	
21	Jorge Morales	6th	Ana Morales	
22	Nathaniel R.R Hernandez	6th	Cynthia Cedillo	
23	Antony Navarro	6th	Sonia Rodriguez	
24	Osvaldo Chavez	6th	Monica Morales	
25				

Parent Orientation Title One 8/6/2026

	Student Name	Grade	Parent Name	
1	Emily Vital	8th	Guadalupe Marcano	
2	Estrella Villa	8th	Betty Villa	
3	Ei Bunjun	8th		
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llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

• Responder a los intentos de comunicación de la escuela con prontitud.
• Apoyar las medidas disciplinarias escolares de jornada escolar prolongada/detención después de la escuela, si los problemas de comportamiento menores son una distracción para el entorno de aprendizaje.

• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

_____

Student Signature/Date

Allison Sanchez

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

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Parent Signature/Date

_____

Student Signature/Date

Evelyn Sanchez

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Vanessa Zempoalteca 9/9/26

Student Signature/Date

Leonardo Zempoalteca 9/9/26

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Cecilia Gallegos 9/11/24

Student Signature/Date

Ezequiel Ambrocio 9/11/24

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Norma Rodriguez

Student Signature/Date

Jason Maradiaga

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Olimpia Castro

Student Signature/Date

Suray Castro

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Ana Maria Lozano 9-9-26

Student Signature/Date

Rafael Hidalgo 9-9-26

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Amanda Garcia

Student Signature/Date

Itzel Vidales

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Guadalupe Alvarado G

Student Signature/Date

Leilany Garcia

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

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• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Cintia Alvarado

Student Signature/Date

Manuel Farfán

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

• Responder a los intentos de comunicación de la escuela con prontitud.
• Apoyar las medidas disciplinarias escolares de jornada escolar prolongada/detención después de la escuela, si los problemas de comportamiento menores son una distracción para el entorno de aprendizaje.

• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Abigail Gamez

Student Signature/Date

Diego Gonzalez

• Use FOCUS to monitor my child's grades weekly.
• Ensure my child participates in all scheduled Saturday Camps and Mandatory Tutorials
• Respond to school communication attempts promptly.
• Support school disciplinary measures of extended school day / after school detention, if minor behavioral issues are a distraction to the learning environment. • Attend a scheduled conference at the request of administrators.

Parent Signature/Date

Melinda Lara 9-9-26

Student Signature/Date

Isaiah Rivera

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

9/9/26

Student Signature/Date

Alejandro Hurtado 9/9/26

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

• Responder a los intentos de comunicación de la escuela con prontitud.
• Apoyar las medidas disciplinarias escolares de jornada escolar prolongada/detención después de la escuela, si los problemas de comportamiento menores son una distracción para el entorno de aprendizaje.

• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Damian Medina 09-09-26

Student Signature/Date

Damian Medina

llegue a tiempo. • Usar FOCUS para monitorear las calificaciones de mi hijo semanalmente.

• Asegurarme de que mi hijo participe en todos los campamentos de los sábados y las tutorías obligatorias programadas

• Responder a los intentos de comunicación de la escuela con prontitud.
• Apoyar las medidas disciplinarias escolares de jornada escolar prolongada/detención después de la escuela, si los problemas de comportamiento menores son una distracción para el entorno de aprendizaje.

• Asistir a una conferencia programada a solicitud de los administradores.

Parent Signature/Date

Maria Lopez

Student Signature/Date

Jennie Lopez

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Parent Signature/Date

Cari C. 9-9-26

Student Signature/Date

Fabian Cisneros 9-9-26

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Parent Signature/Date

Ayla Parra 9-9-26

Student Signature/Date

Donovan Parra 9-9-26

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Parent Signature/Date

Lucia Gasca Alvarez 9-9-24

Student Signature/Date

Yuretzi Gasca 9/9/26

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

9/9/26

Student Signature/Date

Marcos Viana 9/9/26

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

Israel Ramos 9/9/26

Student Signature/Date

Sophia Tryon 9/9/26

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

Ana Gonzales

Student Signature/Date

Christian Rivas

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Parent Signature/Date

Eron Lara

Student Signature/Date

Sofia Plata

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

Sonia Serrano

Student Signature/Date

Jhade García

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Parent Signature/Date

Sonia Serna

Student Signature/Date

Briselda Garcia

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date



Student Signature/Date

Kamila Guillen

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

Marta Bustent 9-9-26

Student Signature/Date

Brianna valdez 9/9/26

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Parent Signature/Date



9/9/26

Student Signature/Date

Arianna Arreguin 9/9/26

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Parent Signature/Date

Elizabeth R 9/8/24

Student Signature/Date

Elise Palmer

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date

Israel Rodriguez 9/9/26

Student Signature/Date

Jesus Sotelo 9/9/26

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Parent Signature/Date

Cathy Borrow

Student Signature/Date

Bierra Barrow 9/9/24

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Parent Signature/Date

Nitasha Florido

Student Signature/Date

Andres Florido

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Parent Signature/Date

9/9/26

Student Signature/Date

KATALeya Hurtado 9/9/26

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Parent Signature/Date

Leticia Rodrigues

Student Signature/Date

Jonathan

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Parent Signature/Date

Student Signature/Date

Sophia Lara

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Parent Signature/Date

Alexandra Flores

Student Signature/Date

Gabriel Martinez

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Parent Signature/Date

9/9/2026

Student Signature/Date

Isaac Ramirez 9/9/26

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Parent Signature/Date

Teresita Grasca 9/9/26

Student Signature/Date

Genesis Martinez 9/9/26

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Parent Signature/Date

9/9/2026

Student Signature/Date

Saul I. Mejia 9/9/2026

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Parent Signature/Date

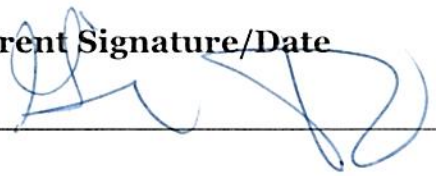


Student Signature/Date

Jilliarma Porter

• Use FOCUS to monitor my child's grades weekly.
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Parent Signature/Date



Student Signature/Date

Gloria Ramirez

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Parent Signature/Date

09/09/2026

Student Signature/Date

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Parent Signature/Date

Student Signature/Date

Xiomara Coronado